**Game Thinking Planning Template – Guitar idea**

**Lesson Outcomes**

(These are also the constraints in your game dynamics, refer to your syllabus documents)

4.1 performs in a range of musical styles demonstrating an understanding of musical concepts

4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas

4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study

4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform

**Description of your audience**

(Age, likes and dislikes, motivations etc)

* Lower Secondary – 12-14 years old
* Like movies, Popular music, Avatars, competition, ‘fame’, hands-on practical, playing guitar

**Time constraints**

(How many hours, lessons, weeks, terms will you have to complete the intended gamified experience or game)

* Possible a term? To give enough time for improvement and cross-curricular activities

**Game Elements**

(Game dynamics, Game Mechanics and Game Components)

Ideas:

Game Difficulty levels would raise your ‘avatar’ using famous guitarists eg.

Jimi Hendrix, Angus Young, Santana, Eric Clapton, Eddie Van Halen, Joe Satriani, B.B. King

Improvisation to 4 chords

Playing riffs, chords, full songs

Learning about the guitar

Learning about guitarists

Use revised Blooms Taxonomy to create different types of activities that will appeal to all learning styles.

Time travel – go back before guitars, imagine inventing them or performing in 1700. Write a story of how this might go. Show clip from back to the Future and discuss.

Learn about different eras and styles and play melodies from different eras on guitars

Make your own guitar-like instruments

Design your own

Watch Animation on string instruments

You are a time traveller, and a famous guitarist you go back to learn about how the guitar came to be, learning about other styles of music

Completing tasks – performances, research, composition, tasks that are sequenced so you can journey through the levels in time

Opportunities along the way for collaboration and groups activities eg performances, or you group work

Must complete challenges before going up levels

Extra challenges for bonus points or rounds

Some surprise opportunities along the way – use Green Screen on iPads to make a movie of a guitarist in a historical setting

Playoffs for points/prizes

Feedback on forums such as Google Classrooms for player rankings or board in classroom

Collect clues and information along the way eg. next bar of song/music

Rewards could be badges, ribbons, stickers or actual things such as a guitar pick (like a pen licence), being able to choose or change avatar

Exchange days – where they can exchange information with other players

Quiz rounds – against someone higher wins more points

Complete all levels for certificate and opportunity to air guitar or play game

**Fun Check**

(Integrated purposefully built into your experience including Easy fun, Hard fun, Serious fun and Social fun)

Hopefully a mix of all of the above

**Game Thinking Planning Template – Star Wars idea**

**Lesson Outcomes**

(These are also the constraints in your game dynamics, refer to your syllabus documents)

4.1 performs in a range of musical styles demonstrating an understanding of musical concepts

4.5 notates compositions using traditional and/or non-traditional notation

4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas

4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study

**Description of your audience**

(Age, likes and dislikes, motivations etc)

* Upper Primary or Lower Secondary – 10-14 years old
* Like movies, Star Wars, Avatars, competition, ‘fame’

**Time constraints**

(How many hours, lessons, weeks, terms will you have to complete the intended gamified experience or game)

* Possible a term? To give enough time for improvement and cross-curricular activities

**Game Elements**

(Game dynamics, Game Mechanics and Game Components)

Ideas:

Game Difficulty levels would raise your ‘avatar’ using Star Wars characters eg.

Storm Trooper

Princess Leia

Padmé Amidala

Chewbacca

C3PO

R2D2

Obi-Wan Kenobi

Yoda

Links to using the Staff Wars app for improving note reading skills, as has been very successful

Include playing Star Wars music, writing new soundtrack for clips from Movie

Star Wars lego for stop motion animation?

**Fun Check**

(Integrated purposefully built into your experience including Easy fun, Hard fun, Serious fun and Social fun)

Hopefully a mix of all

WHAT I HAVE LEARNED:

I have learned that I already use elements of gamification already but that the actual analysis of what makes games engaging to students is a lot more complex than I had considered. I thought GBL meant actually writing games, like coding, but have now realised it is a lot more diverse than that. I think it takes a LOT of thought to do it well at the far end of the spectrum, and it would be a gradually process of adding on gaming aspects after working out what works and what doesn’t as you go along. As you can see from above I have lots of ideas going around my head, but not exactly sure where to go next to bring it all together. But it’s a start!